

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13AZ4

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Matt Munger

Official School Name: Sabino High School

School Mailing Address: 5000 North Bowes Road
Tucson, AZ 85749-9522

County: Pima State School Code Number*: 5761

Telephone: (520) 584-7700 E-mail: matthew.munger@tusd1.org

Fax: (520) 584-7701 Web site/URL: http://edweb.tusd.k12.az.us/sabino/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. John Pedicone Superintendent e-mail: john.pedicone@tusd1.org

District Name: Tucson Unified School District District Phone: (520) 225-6060

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Adelita Grijalva

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 67 Elementary schools (includes K-8)
14 Middle/Junior high schools
12 High schools
0 K-12 schools
93 Total schools in district
2. District per-pupil expenditure: 8184

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	132	110	242
10	143	128	271
11	158	133	291
12	137	150	287
Total in Applying School:			1091

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
3 % Black or African American
25 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
66 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 12%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	60
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	79
(3)	Total of all transferred students [sum of rows (1) and (2)].	139
(4)	Total number of students in the school as of October 1, 2011	1201
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 6
Number of non-English languages represented: 2
Specify non-English languages:

Arabic, 2

Spanish, 4

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 143

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 68

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>43</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>47</u>	<u>7</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>5</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>22</u>	<u>3</u>
Total number	<u>81</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	93%	95%	95%	96%	95%
High school graduation rate	94%	97%	94%	96%	96%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>309</u>
Enrolled in a 4-year college or university	<u>60%</u>
Enrolled in a community college	<u>32%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>4%</u>
Military service	<u>2%</u>
Other	<u>1%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Founded in 1972, Sabino High School is located in a well-established residential community 14 miles northeast of central Tucson. Accredited by AdvancED, Sabino is the only Excelling 'A' high school in the Tucson Unified School District that accepts all students. Since 2003, when Arizona instituted an educational rating system, Sabino has received an 'Excelling' or 'A' rating every year. Serving approximately 1100 students in grades 9-12, Sabino is a comprehensive college prep and career high school with a strong academic curricula offering Advanced Placement, honors, college preparatory, career and technology courses. This strong academic focus coupled with outstanding extracurricular programs attracts 55% of our students from outside the established district boundaries. These open enrollment students and families are committed to attending Sabino and must provide their own transportation as public transportation is not available.

Sabino High School offers a wide variety of Gifted and Talented Education (GATE) and Advanced Placement courses including: GATE English and GATE Western Civilization (9th), AP English Language (11th), AP English Literature (12th), AP Spanish, AP French, AP Calculus AB, AP World History, AP American History, AP American Government, AP Comparative Government, AP Macro Economics, and AP Chemistry. Students are not limited in the number of AP classes they can take each year.

In 2012, Sabino High School students took 417 AP exams, and 61% received grades of 3 or higher. Our AP Calculus scores have always been significantly above the national average with more than 90% of students getting scores of 3 or above. Sixty percent of the graduating class attended a 4-year college, and 32% attended a 2-year college. The Sabino High School Class of 2012 earned \$7,205,885.00 in scholarships and awards.

The Sabino faculty and staff are well-educated, highly qualified and certified to assume their roles. Over 60% of the faculty holds advanced degrees.

The Sabino High School Mission Statement reflects a Global International Studies (GIS) focus of students and staff alike in stating: Sabino High School graduates will possess skills and abilities that are necessary for global understanding and success in the interconnected environment of the twenty-first century. Our students will recognize and value the idea that a working knowledge of the world is critical for effective leadership and commercial, political, and personal success. In pursuing a rigorous, creative, and innovative interdisciplinary curriculum, Sabino graduates will be prepared for college study and a potential career in an increasingly global age.

The Sabino High School Vision is "Educating to Excel".

In 2012 Sabino High School was awarded the first annual TUSD Superintendent's Cup for achievement in athletics and academics. This award reflects not only the commitment from students, parents, teachers, staff and administration but the commitment from the community as well. Parents, alumni and community members contribute daily to the success of Sabino High School through volunteering in the counseling and attendance offices, in classrooms, at athletic events, fine arts performances or as part of one of the many booster organizations. Not surprisingly, the Sabino Parent Teacher Student Association is consistently one of the largest in southern Arizona.

The Sabino High School Student Council consistently works to build and enhance the high school experience for our students. Through hard work and dedication, they have earned the honor of hosting the 2013 Arizona State Student Council Convention at Sabino. The leadership skills that are taught and fostered in Student Council create an atmosphere that is focused on excellence and community.

The establishment of a strong academic program that prepares students for college readiness has provided national recognition to Sabino High School via the Intel School of Distinction Award in 2008; in 2012 Sabino was named one of U.S. News and World Reports, "Best High Schools".

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

1. A.

Arizona's Instrument to Measure Standards (AIMS) is a Standards Based Assessment. AIMS measures student proficiency of the Arizona Academic Content Standards in Writing, Reading, Mathematics, and Science and is required by state and federal law. Arizona uses AIMS and graduation rates to determine Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act. AIMS are administered to all tenth grade students during spring semester. Students who do not meet the standards or wish to retest to exceed the standards will have four more opportunities to test.

Arizona designates four levels of mastery on AIMS; "Falls Far Below" the standard, "Approaches" the standard, "Meets" the standard, and "Exceeds" the standard. Sabino High School consistently works to "Exceed" all state standards. Sabino has consistently made Adequate Yearly Progress under NCLB.

1. B.

Students at Sabino High School consistently score above the state average on AIMS. Our students also score higher than the national average on college admissions testing. The 2012 ACT Composite Average is 23.0 with a State Average of 20.0 and a national average of 21.1. The Sabino 2012 SAT scores: Reading 528; Math 535; Writing 511. The national average SAT scores for Reading are 496, Math 514 and Writing 488.

Many Sabino High School students meet the minimum state standard on the AIMS after testing during their tenth and eleventh grade years. It has been our practice to expect our students to retest to Exceed on all three categories tested on the AIMS. The benefit of Exceeding on all three areas tested was changed this past year from a full in-state tuition waiver to a twenty five percent tuition waiver.

Students who do not meet the minimum standards for AIMS are provided additional tutoring that is offered before school, after school and on the weekends. To date, Sabino High School has never had a student fail to graduate due to not being able to meet the minimum standard on AIMS. As part of Sabino professional development, students have been identified who need to pass AIMS and teachers collaborate on the strategies that support student success and mastery.

2. Using Assessment Results:

The Sabino High School faculty utilizes assessment data to inform instruction. Teachers collaborate at the weekly Sabino professional development meetings to determine what best practices are for all students. The PLCs utilize testing data from middle school to identify ninth grade students before they experience difficulties. Teachers are expected to assess student performance a minimum of twice a week utilizing either formative and/or summative scores. Formative scores provide information to be used as feedback to modify the teaching and learning activities in which students are engaged. Summative scores represent a teacher's evaluation of student learning.

Parents are informed through a progress grading system that sends a formal grade card home every four and a half weeks. Most of the Sabino High School parents follow their student's progress through the Tucson Unified School District web based learning portal called TUSD Stats. This website allows parents to look at the teacher's current grade book to find out scores on tests and assignments, track assignments that were not turned in, check daily attendance and email the teachers. Sabino has been recognized as the school with the largest participation of parents on the website. Parents are informed by the administration through the web site of the daily announcements, parent teacher conferences, upcoming testing, extracurricular events, and any other important data.

3. Sharing Lessons Learned:

Sabino High School has developed numerous programs that have been utilized in the Tucson Unified School District.

Recently, our "Cats Win" program, a long-standing program at Sabino High School, has become a district initiative. For more than 15 years, our athletic and extracurricular programs have maintained a mandatory program for participants. Students and parents are required to attend Cats Win where students sign a pledge form indicating they will refrain from drug/alcohol use. The program delineates the expectations and potential consequences for violating the policies. We have developed a relationship with a local beverage distributor who supports the school by providing nationally recognized speakers for Cats Win. We have also had former students speak to the tragedies that have impacted their lives as the result of drug and alcohol use. As a result of the successes that Sabino has had with our Cats Win program, the Tucson Unified School District Interscholastics Department has adopted our structure and will be implementing a formal program for the 2013/2014 school year to all district high schools.

The Sabino High School "Jump Start" freshman orientation classes that are held during the summer is another example of what has been shared at the district level as the right way to handle the assimilation of ninth grade students to the high school. The teachers develop student study habits, math skills, and build positive relationships with students who then have shown to have a positive impact on the success of our students. In 2012, Sabino Jump Start was described to the other district schools as the model for success.

4. Engaging Families and Communities:

Sabino High School prides itself with the amount of parental involvement in the school. Without the high degree of involvement of families at Sabino, we would not have the results that we have both academically and athletically. The Sabino PTSA is consistently one of the largest PTSA's in Southern Arizona. They hold a non-event fundraiser every year that supports the mission of the school. With this fundraiser, the PTSA offer teachers mini grants to support instruction. The PTSA coordinates the volunteers who work in the counseling and attendance offices. There is never a day that a parent is not volunteering time at Sabino High School.

Another method that is utilized at Sabino High School to engage families is through a position called learning supports coordinator (LSC). The Sabino learning support coordinator collects data that helps track student progress. The focus of the LSC is primarily on students who are at risk. Students are scheduled with individual meetings. Parent phone calls are often placed to share options and information that students have determined necessary for their success. These meetings are at times followed up by parent-teacher meetings or parent-learning support coordinator meetings.

In meeting with students, The learning support coordinator helps implement resources and include staff members and programs that are best suited to help with optimal student growth and development.

The learning support coordinator's role is vast and encompasses various areas ranging from conflict resolution to identifying and providing opportunities for credit recovery, honoring and recognizing students who are excelling, and providing mentoring opportunities. The coordinator also reaches out to struggling students and encourages them to participate in the after school programs or the AIMS Test Prep programs as well as peer tutoring programs.

The role of the learning support coordinator reduces barriers to success for all students and helps students recognize their potential and strive to reach their goals and be successful.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

As a Global International Studies (GIS) school, Sabino High School students have the opportunity to experience a variety of instruction modalities in many subject areas. All of the course offerings are tied to Arizona State Standards and performance objectives. Some of the learning that Sabino students will experience in different departments is as follows:

Modern Language - Students have the opportunity to experience the languages of the world that include: Spanish, French, Korean, and Russian. During language classes, students act out skits and use their knowledge of the language they are learning to communicate with the teacher and other students in class on a daily basis. Students also research the geography and culture of the countries where the language that they are learning is spoken. This research gives them the opportunity to write about the country in the language that they are learning. Modern Language instruction includes immersion-type activities that reflect the most current and innovative second language acquisition theories.

Mathematics - The Math Department at Sabino High School strives to help all our students reach their potential. We have embraced a student-centered approach to promote student content and skills mastery. Partner-work, group work, student presentations and projects are all part of the student experience in math classes at Sabino. Students do not just develop meaning in their seats. We take them outside to apply their math, be it trigonometry for the heights of buildings or using catapults with our advanced algebra students. The department puts a premium on collaboration between teachers in order to develop a unified, rigorous experience for our students. We offer the standard Algebra 1, Geometry, Algebra 2 sequence with Honors options for Geometry and Algebra 2. Our 4th year math classes offer more variety with Financial Algebra, College Algebra, Pre-Calculus/Trigonometry and AP Calculus AB.

Language Arts – In all levels of English coursework, students engage in activities incorporating critical reading, writing, thinking, listening and speaking skills. Students work to refine these skills while studying literature from a variety of genres. These genres include American and multicultural texts enabling students to make global connections. Students also incorporate academic writing and analysis skills to prepare for rhetorical composition at the college level. All of these strategies serve to prepare students to be competitive at both the university level and beyond. The language arts curriculum is further detailed in the Reading/English Section #2.

Social Studies - World History, American History, American Government, and Economics are required courses at Sabino High School. Teachers in the Social Studies Department utilize research-based learning modalities and strategies to engage students and to make the subject relevant to their lives. Students learn through challenging student-centered learning projects by actively participating individually and with cooperative learning groups. All of the projects require students to do extensive independent research and to have supporting evidence for positions and/or arguments they may present in class during each project. These student-centered learning projects provide students with an enriching learning experience and students discover that learning can be enjoyable and meaningful.

Science - Students have the opportunity to take a variety of science course offerings. The science courses offered at Sabino High School are: Earth Science, Applied Bio Systems, Biology, AP Chemistry, Chemistry, Human Anatomy/Physiology, and Physics. Students participate in a variety of lab activities that engage student interaction. In Earth Science and Biology, students learn about their place in the world and the universe. Students learn how to conduct investigations as scientists. Through practical laboratory and classroom objectives in chemistry classes, students learn connections to the atomic world and the basis of all sciences.

Fine Arts -The Sabino High School Fine Arts Department provides students a diverse and enriching learning experience through our award-winning programs and community involvement. Sabino arts programs regularly participate in events in cooperation with local universities, which provides student exposure to those higher-level institutions. Our arts programs also perform in many community events

and regional festivals, and display art in public libraries, courthouses and on campus. We provide a tiered learning experience, with multiple-level programs in Theatre, Band, Choir, Orchestra, Dance and Visual Arts.

Student Government - We have an active Student Council that puts student leadership in action to develop school assemblies, social experiences, class competitions, dances, and community service projects. These are just some of the experiences that our student leaders are actively involved in.

Health and Physical Education –Sabino High School's Physical Education Program, including General PE, Weight Training, Dance, and Health are all multi-faceted. All have the ultimate student objective of learning skills for attaining and maintaining life-long health. Students have multiple options, all of which allow for in-class activities, competitive extension and community interaction.

Career and Technical Education – The CTE courses are two or four-year sequential programs in a variety of career fields. On campus classes are specific to Agriculture Science, Engineering, Digital Media, Photography, Graphic/Web Design, and Sports Medicine. Programs like Cosmetology and Fire Science are regional programs that students from Sabino High School can attend off campus. Students participate in career and technical student organizations such as SKILLS USA, Future Farmers of America, Health Occupation Students of America, and Future Business Leaders of America to develop leadership skills.

2. Reading/English:

Sabino High School offers a variety of English coursework levels including standard, honors, G.A.T.E. and A.P classes. At each of the different levels, all Sabino English teachers equip students with a variety of reading, writing and critical thinking strategies. Students work daily with complex text using such tools as predicting, visualizing, questioning, clarifying, building personal connections, and providing evaluations of texts. These common strategies are the core to building reading proficiency and to developing critical thinking skills necessary for college readiness. As students develop the skills needed for literary analysis through the use of classical, contemporary, self-selected, and non-fictional texts, students also write more effectively and connect to underlying social, political and psychological subjects in an effort to broaden their perspective. These common strategies are the core to building reading proficiency and to developing critical thinking skills necessary for college readiness.

The ninth through twelfth grade curricula scaffold and incorporate academic writing including literary and rhetorical analysis, persuasive and critical essays, and fiction and narrative writing. Students analyze rhetorical strategies used by professional writers for achieving a particular purpose. Class discussions develop critical thinking skills necessary for evaluating the effectiveness of these strategies and incorporating them into their own writing. Writing activities include the writing process of prewriting, drafting, peer-response, revision, editing, and publishing. Additionally, students practice citing strong evidence to support analysis and inferences drawn from the text. Consistent emphasis on MLA citation methods prepares students for college-level research. English teachers continue to incorporate these techniques in preparation for implementation of the Common Core Standards.

The school librarian collaborates with teachers to deliver individual, small group, or whole group instruction of information literacy skills through a variety of methods including the use of print sources and online reference subscriptions to support the current curriculum and to generate new interest and knowledge in students.

Limited English proficiency students, historically fewer than twenty each year at Sabino High School, are placed in a two-hour English language development block where instruction in oral English, reading, and writing is delivered according to Arizona's English Language Proficiency Standards and Performance Indicators. In addition, content area teachers also use these standards to differentiate instruction for these students in their classes. Individual language learner plans are written and reviewed quarterly in order to track student success, progress, and update standards and performance indicators.

The English department continues to incorporate these techniques as we prepare to implement of the

Common Core State Standards and to ensure the success of our students in a continually changing, highly competitive global society.

3. Mathematics:

The Sabino mathematics teachers constantly look to improve the student experience and increase student performance. We use norm-referenced tests like our state-wide AIMS test and the AP Calculus Exam to point out areas where we need to modify instruction. We have also developed course common tests and exams for our classes. We use the data from our common assessments to direct our efforts at improving instruction and student learning. Teachers strive daily to improve the design of lessons. We share what works in our individual classes with each other so that all students can benefit from this. As we start to make the transition to Common Core State Standards (CCSS) and prepare students to take Partnership for Assessment of Readiness for College and Careers (PARCC), our ability to work together has proven all the more important and beneficial.

With CCSS's focus on applying content using technology, we have started the process to increase our students' access not just to processing math algorithms with technology (calculators) but using technology to gather data (Vernier LabPros) as well as to use it to explore, process, analyze and create new understanding with their graphing calculators and iPads. We are exploring how to put an iPad in the hands of each of our students in order to connect them not just to their math, but to the world around them. Our students take part in exchange programs with kids in Kyrgystan, Vietnam and The Philippines on-line, sharing their lives and doing math. Some of our students have been engaged in developing an energy plan for our school which they will present to the Head of District Operations and school board members.

Teachers in our mathematics department use culminating projects in classes from Algebra to Pre-Calculus / Trigonometry where students are required to develop a story that includes specific skills and problems that the students have learned throughout the course the school year. In this way students have the ability to show that they have mastered the skills, but also have the ability to express their creativity in demonstrating these projects. Students have the opportunity to go out on campus and into the community to gather data and conduct research for their projects.

In the last few years Sabino High School has begun drawing more and more of our students from beyond our traditional feeders. We've had to become more creative with how we help this new student population to be successful. From increased contact with parents, coordinating with the school Learning Support Coordinator, Counselors, Psychologist, and Administration Team, as well as instituting a peer tutoring program, support services at Sabino have blossomed to provide a plethora of needed supports.

Our concern for all of our students extends beyond the class period as well. Teachers volunteer their time to staff a tutoring room before school where all students can stop in and get help. Department teachers are also available at lunch and after school to clarify concepts and answer questions. But providing additional remediation isn't the only way the department helps all learners. Our district has begun a process of moving Special Education students classes to mainstream classes. Our teachers have been putting in countless hours helping their new Exceptional Education students make a successful transition.

The math department is not only focused on students in need of remediation. We are concerned that our students have access to mathematical enrichment. To that end, our students take part in regional, state-wide and national math competitions like the American Mathematics Competitions and Math League Exams. The training sessions our students attend in preparation for these events expose them to math outside the normal scope of the state-mandated curriculum. Enriching student experience, giving them a chance to perform and compete is so important to us. The fact that they bring home medals is just the "cherry on top" for us.

The math department strives to share our success with others as well. Our test scores make it clear that we do a great job at helping our students be successful. Our AIMS scores have consistently been some of the highest in the state with more than 85% passing on their first attempt over the last 5 years. Our AP Calculus scores have always been significantly above the national average with more than 90% of students getting scores of 3 or above. Our efforts have been noticed and our department has been awarded the coveted Intel School of Distinction Award and our teachers have received national awards from Raytheon, RadioShack, and the prestigious Presidential Award for Excellence in Math and Science

Teaching. Our teachers have published in state and national journal articles and have presented at local and national conferences. Always growing, always striving to be better, we are a department committed to helping our students achieve their potential.

4. Additional Curriculum Area:

Sabino High School is a Global and International Studies school which is supported by the modern language classes offered. World language classrooms incorporate history and culture into the curriculum which helps prepare them to be global citizens. Sabino boasts a large selection of world languages to study, including Spanish, French, Russian, and Korean.

In an increasingly global age, students learn their target language in engaging, interactive, creative, and rigorous classrooms incorporating technology. World language teachers at Sabino High School engage in active research, attend the local university language workshops, are members of language teacher associations and are dedicated to the belief that all students can learn a foreign language.

The language learning done in modern language classroom supports and supplements what is being taught in English classrooms in terms of reading comprehension techniques and fundamentals of writing. This department consistently supports school-wide efforts for student achievement on state mandated tests.

Two consecutive years of a foreign language is a requirement for entrance at a 4 year university.

We have AP courses offered in French and Spanish. We participate in the Tucson Korean Ambassador Program and welcomed nine Korean foreign exchange students into our classrooms while Sabino High School families hosted them for the month of January 2013. We have the opportunity to provide Pima Community College credit to students in advanced level classes. Students have earned scholarships for their language study and travel to foreign countries including the NSLIY (National Security Language Initiative for Youth). Some students take advantage of an unusual opportunity to study more than one language at the high school level, which affords them better preparation for post-secondary learning. Dozens of students per year go on to minor or major in foreign language study at the university or choose to study abroad. Because of the comprehensive, rigorous program of study offered, students at Sabino High School have the opportunity to test into upper levels of language study at the university level. In today's global market and economy, any skill in a foreign language fosters effective leadership, and commercial, political, and personal success.

5. Instructional Methods:

The teachers at Sabino High School implement many components of effective instruction that include, but are not limited to the following: learning objective, student engagement, higher order questioning, accessing prior knowledge, checking for understanding, guided practice, differentiated instruction, Essential Elements of Effective Instruction, and Structured English Immersion strategies. Administrators use a template that includes these items to assess the teachers' use of these methods in the classroom and to guide conversations during post observation conferences.

Our instructional design is best described by the varied instructional opportunities available to our students. We offer regular classroom instruction using technology that includes: Interactive white board instruction with either Smart Board or Promethean software used on a daily basis. Teachers post and discuss the learning objective with students, so that it is clear what students will learn about each day. Teachers employ other technology, i.e., document cameras, pod casting, web design, video production, student response systems, graphing calculators, and data collection devices for classroom instruction.

Students are exposed to a variety of higher order thinking skills through their daily instruction on the Sabino High School campus. Students participate in a variety of Advanced Placement, GATE, and Honors class offerings where they are challenged to go beyond their comfort zone and stretch their knowledge and understanding.

Many teachers implement 21st Century Learning Components and Understanding by Design in the development of their curriculum. Our students regularly participate in group work where they determine

what project they will work on with others. This includes our Engineering classes where students develop a mechanical device that they will create and develop plans to patent and market a device they invent.

Students take comprehensive common exams at the end of each semester in order to test their mastery of the material that they have been learning and to prepare them to take the AIMS exam that they will need to pass as a graduation requirement.

6. Professional Development:

Professional Development at Sabino High School has both a district and school focus. The Tucson Unified School District has required that every teacher receive four full days of training in the Essential Elements of Effective Instruction. All continuing teachers in the district will have completed this training by the end of the current school year. Sabino High School has a professional development program that is focused on student achievement and the attainment of student goals in meeting and exceeding the state mandated testing.

The faculty was divided into three Professional Learning Communities (SY 2012-13) and developed specific goals for each PLC; examples follow. Utilizing the available data on our current sophomores' 8th grade AIMS test score results in math and reading, PLC Group #1 will identify those students who either "approached" or "fell far below" in math and reading, ("Target Students"). These students will be the focus of PLC Group #1's support efforts to increase their academic achievement by, among other things, helping them to "meet" or "exceed" in math and reading during their sophomore year AIMS testing. We will be able to utilize the data from the students' 8th and 10th grade AIMS math and reading test results to evaluate and measure academic achievement.

Although 8th grade data is not available for the AIMS writing component of the test, because this component was not tested at that grade level, it is probable that students who either "approached" or "fell far below" in the reading component of the test would have difficulty with the writing component of AIMS during sophomore testing. We believe our efforts will also help the students to succeed on the writing component, but we will not have data to evaluate and to measure academic achievement on this component of the test. We also believe our efforts will help these students to succeed in their day-to-day educational endeavors at Sabino High School.

The purpose of the PLC Group #2 is to identify any 11th and 12th grade students who have not yet reached benchmark AIMS Reading, Writing and Mathematics mastery on previous assessments. It is our goal to elevate their AIMS assessments to "meets".

In an effort to continue academic achievement, PLC Group #3 will focus on students who have earned a "meets" score in 1 or more area of the AIMS with the goal of retesting to "exceeds" in at least one of these areas.

7. School Leadership:

Sabino High School is led by a 10-year tenured Principal whose non-negotiables are that every student is given multiple opportunities to learn and be academically successful, and that our school retains its State Rating as an "A" school. The administrative team consists of our Principal and two Assistant Principals who lead the daily operation of an academically and athletically superior, comprehensive high school. Sabino High School's vision, "Educating to Excel", is predicated upon the staff's belief that we – administration, teachers, counselors, and support staff are here to ensure that students have the requisite skills necessary to move directly into college, the military, or industry and become economically productive individuals.

The philosophy of collaborative and participatory leadership is fostered through the establishment of a Leadership Team that is comprised of a lead teacher from each of the core academic departments (department chairs). This Leadership Team meets twice a month to discuss, collaborate, and address departmental (as well as school wide) issues that the Leadership Team warrants significant.

Sabino High School has a Site Council that is comprised of the principal, teachers, parents, students, community members, and non-certified staff who meet regularly to address concerns from all stakeholder

groups. The members of Sabino Site Council are elected from their constituency and provide a conduit of communication. Along with a myriad of other school-related matters, Sabino Site Council advises on issues of budget. With dwindling school budgets and tough decisions that need to be made, Sabino Site Council has consistently made its decisions based on holding the academic success of our students as first priority.

Communication is a critical element of the effectiveness of the leadership at Sabino High School. Parents are regularly kept informed via an electronic newsletter, the “Sabercat Pride”, Sabino’s Website, the Phone Master system, and regular e-mail communication from the teachers. Information including daily attendance, messages from teachers, daily announcements, and the current grade book for students can be accessed via our TUSD (Tucson Unified School District) Parent Stats website.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: AIMS Math

Edition/Publication Year: 2012 Publisher: Arizona Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	86	84	81	90	89
Exceeds	34	39	42	33	28
Number of students tested	287	279	328	311	359
Percent of total students tested	97	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	76	74	57	67	68
Exceeds	21	23	27	11	11
Number of students tested	33	31	30	18	19
2. African American Students					
Meets	80	60	Masked	83	Masked
Exceeds	20	30	Masked	25	Masked
Number of students tested	15	10	7	12	9
3. Hispanic or Latino Students					
Meets	79	82	77	84	81
Exceeds	19	46	36	20	17
Number of students tested	68	54	58	50	48
4. Special Education Students					
Meets	18	20	27	45	36
Exceeds	0	8	12	4	0
Number of students tested	11	25	26	27	33
5. English Language Learner Students					
Meets	0	0	0	Masked	Masked
Exceeds	0	0	0	Masked	Masked
Number of students tested				1	1
6. White/Anglo					
Meets	89	85	84	92	91
Exceeds	38	38	42	35	32
Number of students tested	187	206	238	237	284
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: AIMS Reading

Edition/Publication Year: 2012 Publisher: Arizona Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Meets	78	74	69	77	75
Exceeds	16	18	21	15	16
Number of students tested	294	281	334	312	367
Percent of total students tested	99	99	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	94	82	73	83	90
Exceeds	9	3	10	0	15
Number of students tested	35	29	30	18	20
2. African American Students					
Meets	100	70	Masked	92	70
Exceeds	13	0	Masked	0	10
Number of students tested	15	10	8	12	10
3. Hispanic or Latino Students					
Meets	98	91	90	96	82
Exceeds	9	15	12	8	4
Number of students tested	70	54	60	50	50
4. Special Education Students					
Meets	60	52	37	44	67
Exceeds	0	52	4	4	3
Number of students tested	10	23	27	27	33
5. English Language Learner Students					
Meets	0	0	0	Masked	Masked
Exceeds	0	0	0	Masked	Masked
Number of students tested				1	1
6. White/Anglo					
Meets	93	93	90	91	93
Exceeds	19	20	23	18	18
Number of students tested	191	207	240	239	289
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AZ4